



# The Decree

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NORTH CAROLINA WESLEYAN COLLEGE, ROCKY MOUNT, N.C.

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## The Evening Division a home for the non-traditional student

By David W. Guth  
Director of Public Information

The advantages of a college education have, in the past, been the almost exclusive domain of the "traditional" student; one that goes directly into college after high school. This is the case no more, as non-traditional students are entering the classrooms during non-traditional hours to earn a college degree.

North Carolina Wesleyan College, in answer to a pressing need for adult-oriented higher education at night, inaugurated its Evening Division last January. Since that time, the program has met with great success and a growing awareness in the Rocky Mount area.

Evening Division enrollment has grown over two hundred percent since the spring term. This fall, 166 students are involved in undergraduate studies while another 123 are involved in graduate programs.

All courses required for the bachelor degree in business administration, criminal justice, and liberal arts are available through the Evening Division, along with courses leading to the Master of Business Administration and Master of Education degrees (offered in conjunction with Campbell University).

Dr. Carleton P. McKita, director of the Evening Division, says Wesleyan faces a challenge "to maintain a difference" from other night programs.

"If continuing education is defined as self-enrichment courses such as weaving and

pottery, we are not into that," Dr. McKita said. "What we do offer is a baccalaureate degree of quality at night."

Although the Evening Division does offer a fully accredited degree program, Dr. McKita says there are some differences between the night and day programs. Gone from the night program are the convocation and physical education requirements that day students have. At the present time, not all of the majors and courses offered during the day are available at night.

"This, in no way, implies that the night program is watered down," said Dr. McKita. "We are constantly working to improve the curriculum and to discover what the people want and to give it to them with quality."

What kind of person attends the Evening Division? They come from many walks of life and have diverse motivations.

Night students are individuals seeking career advancement or a career change. They are people interested in returning to the job market after an absence from the work force. Night students are housewives, with children leaving the "nest", desiring to finish a college education interrupted or delayed by marriage. They are all people with a strong commitment toward personal enrichment.

"In order for a student to become a serious night student, the motivational level is really high," says Dr. McKita. He says it takes a special desire for a person to willingly tackle the academic world after a day filled with the world's pressures and

hassles.

In agreement with Dr. McKita is David L. Smith, an assistant professor of Hotel and Food Services Management at the College. During the spring term, Smith taught a personnel management course at night to a class of nearly three dozen. All but one of those students were actively employed in business and industry throughout the Rocky Mount area.

Smith, who also taught that same course during the day last spring, said, "They (the night students) are much more highly motivated; even though when they come to class they have already worked eight to ten hours on the job."

Although he taught the same material in the day and at night, Smith says he handles the two classes differently. "Because they can relate what we are talking about in their everyday job experiences, I am able to take a more practical approach with the night class than the

theoretical approach I have to take during the day."

"It is not just the class that has gained from this learning atmosphere. I have learned from every night class I have taught," Smith said.

The return to the classroom after many years' absence can create pressures of its own. Dr. McKita refers to these pressures as the "phenomenon of the returning student."

"These are very fragile people," he says. "There are all kinds of uncertainties."

Those uncertainties vary from student to student. The return to the classroom often calls for the alteration of the family situation and how it operates. There may be a fear of "outgrowing" one's spouse. The returning student may wonder if he or she is "indulging" in some sort of luxury at his or her family's expense.

Dr. McKita says Wesleyan is preparing to help ease any shock created by the return to college. "When

people are in a bind, we have the resources to help them," he said.

"We want to improve our services to the night student," Dr. McKita said. "Colleges that have had just the traditional day students to deal with have to make a lot of adjustments to accommodate the needs of the non-traditional night student."

Many businesses and industries recognize the value of enhancing on-the-job experience with up-to-date information from the classroom through reimbursement plans for employees.

The advantages offered in the Evening Division have also been expanded into area high schools. Through the College Credit Bank Program that was initiated in conjunction with the Evening Division, well motivated high school juniors and seniors with good academic records can earn college credits that can be applied to their Wesleyan transcript or transferred to another institution.

## Flowers Receives Grant

By Brooks Skinner  
Decree staff

Linda Flowers, Assistant Professor of English at NCWC, has recently been awarded a prestigious grant from the Ford Foundation to write a book about the plight of poorly educated young people in eastern North Carolina.

Professor Flowers is one of twenty-three winners of an international competition to support the writing of non-fiction books on major issues and trends in contemporary society. The winning proposals were selected from among 1500 submitted to the Foundation this past spring following public announcement.

The aim was to encourage writing that would bring humanistic perspective to bear on contemporary problems at a time of sharply declining financial support for such work. Final selections were made by an independent panel of writers, editors, and scholars.

The working title of Professor Flowers' book is "Thrown Away": Lessons in Eastern North Carolina. "I want a book," writes Flowers,

"about the tragedy of young people in eastern North Carolina who get out of high school and have no where to go: no jobs with futures, no skills, no education sufficient to enable them to enjoy college and thrive there (if they go) or to pass entrance examinations for the armed forces."

Flowers continues, "The primary of my own experience, and that of my family, will lend such a book unity and substance; my research will lend it breadth and historical value." Professor Flowers, herself, was raised in Duplin County, North Carolina and is the daughter of tenant farmers.

Flowers joined the faculty of NCWC in the Fall of 1980. She did her undergraduate work at the University of North Carolina at Greensboro. She has earned a M.A. from Ohio State University and from the University of Rochester in New York. Professor Flowers is also adding the finishing touches on her doctoral dissertation; a degree she has also worked on at the University of Rochester.



Over one hundred people registered last August 27 for classes leading to the Master of Education or the Master of Business Administration degree through Wesleyan's Evening Division

## Community Council brought back to Wesleyan

By Martie Barbour  
Decree staff

"The Community Council is a new agency organized by joint action of the faculty, staff, and students. four students, two faculty members, and one staff member comprise the Council--which is sometimes called "The Community Conscience." The Council is charged with all interests of the total Wesleyan community; it investigates matters referred by students, faculty, or staff groups; it serves as broad council for anyone having a problem in

the community; it makes recommendations to the faculty, the student government, and the administration.

"The Community Council is not an honor court but does concern itself with matters of honor and maturity. Established upon a community Bill of Rights, the Council stresses trust, expressed in the motto, 'Efficiency through service, fidelity, and integrity.' The Bill of Rights states:

We the people of the North Carolina Wesleyan Community, do firmly intend:

1. That every student of the community shall receive equal and fair treatment in all academic matters.

2. That every member of the community shall maintain full rights to his property and shall respect the property rights of all others.

3. That every member of the community shall have his word taken without question and shall trust the word of all others."

This excerpt appeared in Wesleyan's 1961-'62 Bulletin. But the Council described didn't last. After a while there

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